

## 1. What is our purpose?

### To inquire into the following:

**Transdisciplinary theme: How we express ourselves.** An exploration of the ways we discover and express our nature (ideas, feelings, beliefs and values) through language and the arts.

**Central idea:** Digital technology enables us to communicate powerful messages.

### Summative assessment task(s):

Students will keep a reflective journal detailing their learning experiences throughout the unit of inquiry. Students will conference with the teacher, detailing their understanding of the lines of inquiry.

### Assessment Tools:

Anecdotal records

Rubrics

Conferencing

Class/grade:

Age group:

School:

School code:

Title: Life in Technicolour

Teacher(s):

Date:

Proposed duration: 6 weeks



PYP planner

## 2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?  
Form, Function, Change

Related Concepts:

Media

What lines of inquiry will define the scope of the inquiry into the central idea?

- How digital technologies can be used to create powerful messages (Function)
- Different forms of digital technology (Form)
- How technology is changing (Change)

What teacher questions/provocations will drive these inquiries?

**1. How can we use digital technology to share ideas? (Form)**

**2. How has media producing technology changed? (Change)**

**3. What are the benefits of digital technology compared with other forms of technology? (Examples will be given. Film camera v digital etc) (Function)**

### 3. How might we know what we have learned?

*This column should be used in conjunction with “How best might we learn?”*

What are the possible ways of assessing students' prior knowledge and skills?  
What evidence will we look for?

#### **Pre-Assessment:**

Mindmap using Poplett- what is technology? Digital technology? What are some example they use in their everyday life?

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

#### **Formative Assessment:**

Completion of Performance tasks related to the subject sections.

#### **Summative Assessment:**

Students will keep a reflective journal detailing their learning experiences throughout the unit of inquiry on the Weebly.

Students will conference with the teacher, detailing their understanding of the lines of inquiry.

### 5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Computers with software to enable students to produce scripts, audio recordings, slideshows, movies, photographic posters. Digital still and video cameras.

[www.weebly.com/](http://www.weebly.com/) Named one of TIME's 50 Best Websites, **Weebly** has an easy, drag & drop interface to create your own website

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Excursion to Purple Asia- Owner Matt Millard AIS Parent. Investigate the use of technology in his business and how it is used in the marketing of products in Vietnam.

[PurpleAsia - Strategic Brand Consulting and Design](http://PurpleAsia.com)

[purpleasia.com/](http://purpleasia.com/)

PurpleAsia is a brand consultancy and creative agency. We build better brands through clear strategic thinking and compelling, effective design

### 4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Communicator, Balanced, Reflective

The students will:

1. Produce a Weebly website to record skills and information.
2. Analyse what makes a good website.
3. Compare and contrast different websites and evaluate their worth.
4. Visit an IT web design company to experience and see what they do (purple Asia Matt Millard)
5. Develop skills that include embedding links and pictures.
6. Use Skype as a means of communication with schools in Australia
7. Use video cameras to record interviews and short advertisements.
8. Use Monkey survey to record and gather information.
9. Use Xcel to graph information.
10. Create a text for a wordless book.
11. Exposed to and use a range of web 2.0 programs including:
  - Gimp
  - Popplet
  - I movie
  - Photo story

In this unit, students will take on the role of a website producer taking responsibility for the production of a Weebly website and its content. The content will record learning experiences throughout the unit and a venue for students to convey what their life is like living in HCMC and attending the Australian International School. The Weebly will be reviewed by Year 5 at a link school in Melbourne. Learning experiences have been thematically arranged. Each area contains skills and knowledge that the students will have to demonstrate in the summative unit assessment tasks. During the course of the unit the students will be exposed to a wide range of digital technologies that are used to organize, create, record and share ideas and thoughts (Communicator, Balanced) . See attached table in 9. Teacher notes

TD Skills:

Thinking: Comprehension, Application

Self management: Gross motor skills, Fine motor skills, Spatial awareness, Organization, Time management

#### 6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

Students demonstrated a strong understanding of the central idea by producing their own website using digital technology. These Weebly websites were shared with parents in the classroom where students had the opportunity to share the production process and techniques that they employed with the rest of audience.

Unit reflections written by students demonstrate recognition that this unit would have been very difficult to run a few years ago – they acknowledged in their reflections that digital technologies made their task of showing an audience about what it is like to live in Vietnam easier through video, and sound.

Issues that arose during the unit included the limitations of the software available to produce digital images, animations and movies. Windows MovieMaker is prone to crashing. Considerable time was taken to research Windows 2.0 programs that available at no cost

**Important: Students must be able to save to the local drive on the desktops they are working on. Server cannot handle processing speed required for digital manipulation.**

Recommend that a link in made with Middle SchoolThu Thiem in the Apple lab. This would provide student access to more intuitive software – Garageband and iMovie. This link was attempted but could not go ahead because the timing of the unit clashed with middle School Exams.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

Assessment task is fit for purpose. We now have some examples to share with students completing this unit next year. This will enable them to see the possibilities. As this was a new way for students and teachers using this product there is room for improvement in outcomes.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

The breadth of choices available to students with regard to production of range of website gave students the opportunity to discover different methods of expressing their ideas and feelings

#### 7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in “What do we want to learn?”

The students were able to visit a professional business to see what they could achieve in their own website by viewing examples and gaining an understanding of what they had the potential to produce and thoughts they could convey.

- demonstrate the learning and application of particular transdisciplinary skills?

The students thought about how to produce their weebly via planning. They demonstrated co-operation, communication and time management skills via working in small groups.

- develop particular attributes of the learner profile and/or attitudes?

Risk taker- performing for an audience, trying different roles and experimenting with new ideas.

1. Produce a narrative for a short listed book called Leaf(Communicator)
2. Create posters and flyers using digital technologies to promote AIS School
3. (Communicator).
4. Maintain an online journal recording learning experiences (Reflective)
5. (Risk taker)- performing for an audience, trying different roles and experimenting with new ideas.

### 8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

- Students were interested in different software available to assist in the production of still and moving images and sound.
- Students formed links with other students throughout the World and were able to share their ideas and perspectives.

*At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.*

### What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

Students have continued to use their Weebly websites to communicate with the wider COMMUNITY. Many parents and visitors are making connections with the school through the Weebly websites. Parents are able to see samples of work that has been produced in class over a period of time and consideration is being given to using this form as an online portfolio in 2012-2013.

Many students have continued to show their inquiry at Exhibition time. This has served a real purpose and has proved a good way for students to convey meaning, understanding and skills.

### 9. Teacher notes

Section 1 Popplet: Popplet was used for students to record their understanding of the central idea as well as key words. This allowed students to collaborate and utilize a number of methods to convey meanings (film clips, pictures, words) whilst also providing the teacher with an opportunity to see who was collaborating with who and the extent of this amongst students within the class.

Section 2 Film Street:

Film Street promotes two strands of learning:

Filmmaking: Making their own films gives students the chance to reach their full potential with a filmmaking role that exploits their specific talents. Filmmaking enables children to develop their creative, team working and technical skills, expressing themselves through a media that transcends barriers in literacy, language and cultural background.

Section 3 Cineliteracy: In the same way a book is a text, the same is true of a film. A 'moving image text' can be read in similar ways to a print text. Opportunities to respond to and analyse film helps students to develop their comprehension skills and understanding of story structure, which will subsequently improve their literacy work and story writing. (

Section 4 Animation:

During the animation process, students work in teams to create characters and tell a story. Students learn best when they select and transform information. Animation requires students to write, design, organize, and implement a project from scratch. They not only research the content but must analyze how best to apply their knowledge and creativity to share the concepts and information related to the subject. (<http://www.snapfiles.com/get/stickfigure.html>) ([http://www.clayanimator.com/english/stop\\_motion\\_animator.html](http://www.clayanimator.com/english/stop_motion_animator.html)), Windows Movie Maker

Section 5 Audio (Music integration): <http://audacity.sourceforge.net/>, Garageband

Section 6 Graphic manipulation. Students used this windows 2.0 to manipulate pictures of themselves (Art integration): <http://www.gimp.org/>,

Section 7: Photo Story 3 Students wrote a narrative for a textless narrative. They needed to transfer the book to Photo story and then add text.

Section 8: Showing the sights, smells and sounds students were encouraged to show what living in Vietnam is like. Students were encouraged to use film and research to communicate with a Primary School in Melbourne. Students were asked to skype a designated buddy to interview they to find out what the audience wanted to know. This gave them a real purpose.

Section 9 Movie Making: Windows Movie Maker